May 3, 2011 Coded Student Voice

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| Teacher Language |  |  |
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| Directions | The teacher walks to the front of the room and tells the students to copy what is written on the board.  The teacher says, “The word a (emphasis on a) biotic with means not biotic means living.  All the things are in an ecosystem… You all picked and ecosystem.  As you read, think about these abiotic factors… write on the foldable.  The headings in the book match the headings on the folder.” The teacher explains that the nonliving section on the foldable is the cover, but doesn’t have specific information to put on it from the book.  Teacher suggests that it can be used for other information that doesn't fit into the other panels.  She says, “If you have questions, you can ask me about it tomorrow.” The teacher reviews missing work policy and says that students have missing work.  She explains that she will grade the missing work when she can because a student asked about it.  On board says, read pp. 36-40. Complete foldable due Thursday.  The teacher says, “The first task is to give your group a name.”  The teacher gives examples of name possibilities.  The teacher says, “The other task is to identify the problem that your group wants to work on.  You will need your pink sheets from Friday.  Remember, the problem is to identify a problem for the environment around our school.”  The teacher announces that students will be given new seats that will now a home base for your group.  .  The teacher discusses that as a group, they will need to decide what job to give the extra person.  Groups 3 have 4 people.  Group 4 is assigned their roles.  The teacher leans over and talks to group 4.  She says, “Make sure that someone is writing this down and taking notes.”  The teacher says, “Devise some questions that you could ask him.  You could devise some questions to email…” to another resources that was suggested by teacher.  “First, you need to identify the problem, and then think about the research.  First, identify how you know when a pond is good.”  She tells them to do some research on the internet as well.  The teacher says, “Alright guys, it's almost time.  Find a good place to stop. And where you wanna pick up tomorrow.  Have three minutes before you leave.” |  |
| Content | The teacher says, “The word a (emphasis on a) biotic with means not biotic means living.  All the things are in an ecosystem… You all picked and ecosystem.  As you read, think about these abiotic factors… write on the foldable.  The headings in the book match the headings on the folder.” The teacher explains that the nonliving section on the foldable is the cover, but doesn’t have specific information to put on it from the book.  The teacher discusses endangered species and how this topic is too broad.  That another group went on the internet and there were thousands of possibilities when it came to endangered species. The teacher emphasizes that this is the reason for choosing a problem around the school.  Teacher suggests that students browse through chapters 5 and 6 in their textbooks because these chapters are about conservation and living things.  Teacher says, “I have some ideas of my own that I am willing to share if you are really stuck, but I want you to work on your own.”  The teacher moved to talk to group 2 and talked to them about the need to identify a problem at the school.  She says, “What do you observe?”  She gives examples such as air conditioning and windows.  The teacher reminds students to flip through the textbook chapters because it gives them general ideas.  .  The teacher offers this group several examples of problems [inaudible]. She says, “Styrofoam trays in cafeteria.”   The teacher asks if she got the idea from another teacher because she has always dreamed of this.  “You would have to do some research on what is a healthy pond?” The teacher offers possible research questions.  Group 2. The teacher talks about how to ask questions to the person that they need to about the cafeteria  The teacher visits their group and asks, “How would you recycle the water?  What would you do?  Where does the water come from?  Where does the water go?  You might want to think about that.  Mr. Cooper, the maintenance person would probably be able to talk to you about where the water is.”  The teacher discusses how the school water moves to East Fork Lake.  The teacher says, “Are you saying that we use too much water?  The teacher says, “You should be able to ask city water for a water bill.”  . The teacher gives a suggestion to ask maintenance man questions during this class period and explains how to get ahold of him.  She leans over the table to talk to them [inaudible].  The teacher says, “How are you going to....”   The teacher says, “Some of this we are gonna have to work out.” |  |
| Clarification | The teacher says, “I do have your groups.  I did use your job applications.  Most of you got your first or second choice.  Some of you did not turn them in.”  The teacher explains how she devised the groups  .  The teacher reads names and their assigned jobs in the group out loud.  The teacher says, “Two groups have 5 people, so one person in the group doesn't have an assigned role.  The teacher talks to student 18 about being in charge of taking care of the digital backpack because he is the technician.  She gives examples and says that the students can't take them home.  They discuss the ability to recharge the batteries  .  The teacher explains that half of the students applied to be photographer.  She says any changes would have to be agreed upon by the group.  The teacher repeats that the problem needs to relate to their school district.  The teacher says, “Those could be two separate issues or related to each other.  You would have to do some research on that.”  The teacher checks in with group 3. “How are you guys doing?” The teacher asks. |  |
| Behavior Redirections | . Two boys are told that they will call home because they are horsing around.  The teacher points to one boy in particular, but them includes the boy next to him. She explains her behavior expectations.  She leans over and talks in a stern voice.  She asks, “What do you have?” The students talk to the teacher [inaudible]. |  |
| Technology |  |  |
| Off Topic |  |  |

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| Student Language |  |  |
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| Directions |  |  |
| Content |  |  |
| Clarification | .  Student 18 raises his hand.  The teacher is talking to group 5.  Two other students raise their hands.  She then raises her hand.  ? Black hair girl clarifies what she is thinking.  Student 18 talks to the teacher and uses his hands when talking. He makes a box shape.  Groups 6 ask teacher a question  ....”  A male student responds, “Like, like, like…” and answers question.  A girl in Group 4 girl raises hand. |  |
| Behavior Redirections |  |  |
| Technology | Student 6 asks me if I have an iPad.  I say, “Yes.”  Student 14 comes over to see the iPad.  Student 6 asks if an Ipad is in the digital backpack.  I say that I am unsure  Another student asks me if it an Ipad touch. .  I say, “Yes.” |  |
| Group Discussion | Student 1 in group 3 shakes hands with all of her groups members.  Students in all groups talk about their roles with each other, “I'm the technician,” I heard twice from two different students in group 1 and 2.  All groups are talking to one another.  Student 18 throws a fist into the air and says, “technician.”  “I am the manager,” a girl in group two says.  “What are you?” She asks as she points to group members, “what are you?”  She continued. We need a name.  What do you guys want to pick?”  Group 1 student 18 says, “Why don't we just be the forest?  Why don't we just be the forest?”  Student 18 says, “Why don't you write this stuff down.  Morgan, you could be like the best manager ever!”  One girl in group 1 is upset about her job.  ?”  The boy offers a suggestion.  .  A girl in the group explains her idea.  A male student leans forward and says. “My dad is a landscaper.”  They discuss this more [inaudible].  Group 1 student 18 says to a female group member, “she likes to boss people around.”  She says, Only sometimes.”  Group 2 girl leader says, “We could videotape him explaining something.”  Group 3. The teacher is talking about the pond idea still with them. They are discussing fishing in the pond.  All students are engaged and adding to the fishing discussion.  Group 1 black hair girl tells a girl in group 2 about fish.  Brown hair girl in group one says, “we can do electricity.”  Student 18 says, “Why don't we just do electricity?  The lights are on all day; the computers are on all day.”  They talk about the timing of the interview. She says before breakfast is good.  Group 1 talk about recycling water.  .”  They discuss where the water is located in the district.  They all continue to talk about where the wastewater is located.  Student 18 and black hair girl ask questions. |  |
| Peer Tutoring |  |  |
| Off topic | Student 5 asks me if I am from UC. I say yes.  I ask if the teacher told them I was coming.  A female student says that the teacher said that they got the grant from UC, so she figured I was from UC.  Student 15 laughs when “Shaun,” gets the role of photographer and says, “Shaun,” sarcastically.  ?”  Off topic conversation about a student’s behavior at recess occurs between group 1 and group 2.  Group 1 student 18 and black hair girl across from him argue on an off task topic.  Brown girl tears paper and is quiet. |  |